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## EDITORIAL NOTES

GEORGE HERBERT LOCKE

It was in an early number of the *Educational Review* that Professor Royce, of Harvard University, urged the appointment of a consulting psychologist in connection with a system of schools, whose duties it would be thoroughly to study pedagogical methods and mental traits, and from a critical study of individual children in the schools to suggest to the teachers better methods of procedure. At that time this was looked upon as a mere dream indulged in by a psychologist, and even today there are men in charge of systems of education who covertly sneer at anything so theoretical. It is interesting, however, to record that Chicago did adopt this suggestion some years ago, and at the present time there is such a man, whose labors have been exceedingly fruitful, and the results of whose investigation scientifically performed with a sympathy for pedagogical methods, have done much to relieve child-study from the odium that attached itself to that part of educational work on account of the emotionalism of the movement. Child-study needed to be saved from its friends. A recent book on administration and supervision of schools<sup>1</sup> advocates the appointment of just such a man in connection with every large city school system, and doubtless there was in the mind of the author the great success that has been achieved in Chicago. This is investigation from within the school system, and should be provided for, that the children may be protected from the mechanical teaching that takes no thought of the peculiarities of the individual, mental, moral, or physical; and, on the other hand, that the teachers may be made aware of these peculiarities, their significance, and ways and means of detecting them.

But there is another kind of investigation that is as important, but which in this country has been neglected, or has been undertaken only in a very general way in those departments of education in connection with universities that offer practical courses in the organization and administration of schools and school systems. This is the investigation of school systems from without, a thorough study of the system of schools in a city, its organization and administration, its curriculum, indeed, the methods by which the city undertakes to afford opportunities for education to its girls and boys. Those who have been working in departments of education where such investigations have been undertaken have long felt the inadequacy of the means at their disposal to make thoroughly intelligent the exact educational situation in a given city, and to explain on any

<sup>1</sup> *Our Schools: Their Administration and Supervision*. W. E. Chancellor. Boston: D. C. Heath & Co.

educational, not to say reasonable, ground the many changes that have taken place since the inauguration of the system. In organization and administration of city school systems in this country we have been experimenting in a wonderfully unscientific manner, and generally without much thought of the educational consequences. The result is that we have a lot of isolated, sporadic, fugitive experiments without any scientific procedure or any scientific record of the results by which we might be able to make progress instead of repeating in other places, and without any regard to the different environment, the experiment that for a time seemed successful and was therefore attractive. Illustrations of these kaleidoscopic changes might easily be given and one's thoughts turn to the far-famed and much-lauded Cleveland plan, which had a brief and glorious existence and afforded much opportunity for oratorical display at our national educational conventions. The Toledo plan was attractive and led us to hope that it would survive, even in Ohio; but the hope is diminishing. The plan in St. Louis is now talked of as being successful—for St. Louis—and many of us are looking with hope upon that seemingly excellent plan of organization of the school board in Indianapolis. The story of the Boston school board has been running as a serial, with the situation so acute in some chapters that we wondered what the characters would likely do to one another in the next chapter. It seems that now the Commonwealth has stepped in, and, like the *deus ex machina*, this may be the final solution to a perplexing situation that will not solve itself. We are promised that "to be concluded" will appear in this instalment of the story.

It must have been when thinking over this great diversity in organization and administration, and then looking for comfort to the curriculum of our school systems, and finding that it was in the same non-progressive state, that Professor Hanus wrote his paper on "Obstacles to Educational Progress," and urged scientific investigation and experiment. At the meeting of the Department of Superintendence at which this paper was read, a committee was appointed which drew up a comprehensive plan for investigation into educational conditions, too comprehensive for some of the persons who had control of the purse-strings of the National Educational Association, and therefore progress consists still in educational discussions in which the same persons thresh over the same old straw and emerge covered with perspiration and dust and newspaper notices.

In the meantime, progress is being made elsewhere. The readers of this journal are acquainted with the *Special Reports on Educational Subjects*, a series of investigations into educational conditions, undertaken under the direction of Mr. Michael E. Sadler, then at the head of the department of special educational inquiry in England. These were exceedingly valuable, and no library of educational works is complete without them. By what seemed at the time an unfortunate turn in political affairs in England, Mr. Sadler felt he could not retain his position, and became a free lance in education. Subsequent events have proved that it was one of the best unwitting acts that a government could have performed; for Mr. Sadler was free to help the cause of education in a much more direct,

untrammelled manner than he would have been in a government office. The Act of 1902 provided for what might be called the establishment, or perhaps the organization, of secondary education in England, and the cities found a perplexing problem on their hands. The more progressive ones recognized that to continue along the old lines merely would not mean progress, and therefore looked about for suggestions. Mr. Sadler's reports had marked him out as a man of insight, foresight, and educational sanity, and during the past two years his services as an expert investigator have been in demand. The results of his labors are now appearing in a series of reports, of which the *Report on Secondary Education in Liverpool* is the largest and most interesting, as the situation in that great commercial city presents so many and varied features. The method of procedure is very suggestive for investigation in this country. The Education Committee invited him to report to them upon the present condition of secondary education in the city, and upon the best means of extending and improving it. It was impossible, as Mr. Sadler says, to do this without making it but one part of a larger whole, and therefore he has made a general survey of the educational system of the city, has considered it as a whole, instead of concentrating attention upon only one part; has examined the links which connect its various parts; has considered the kind of service which, if adequately maintained, each group of schools might fairly be expected to render to the civic life and to the commercial interests of the city; and has measured the efficiency of the educational equipment of Liverpool, more particularly as regards secondary education, with that of some other great commercial cities in other lands.

The whole report is interesting even to the reader in this country, but specially valuable is the chapter on "The Secondary Education of Boys in a Great Commercial City." The situation is graphically portrayed by Mr. Sadler in one of the early paragraphs.

The educational problem in Liverpool is the education of commercial England in epitome. Here, within the limits of a single city, are all the difficulties and all the opportunities which present themselves in the great problem of national education as it bears upon the welfare and efficiency of a commercial state. The intermixture of nationalities in its population, their diverse traditions, temperaments, and ideals, make the questions under review extraordinarily interesting, but also extraordinarily complex. All that is most significant in the commercial greatness of Britain is represented here. Here is the great city which, like England itself, is the link between the Old World and the New, sensitive to the traditions of the one and to the aspirations of the other. Here are the gradations of class distinction and the contrast between wealth and poverty, which affect the whole structure of our English society, and therefore its educational organization. Here one feels the power of individual enterprise and the stern necessity for its continuance, but also the growing power of the State and the need for subordinating individual interests and selfishness to its paramount claims . . . In Liverpool again the student finds himself in the presence of that animating power of civic idealism and of pride in the city's welfare which is playing so great a part in the remodeling of English life and of English education.

Mr. Sadler examines carefully the commercial tendencies of today, and

decides that the commercial success of a modern nation is to a great extent the outcome of national policy and organization; and yet he recognizes that, on the other hand, no nation can be supple and vigorous which does not develop among its citizens a high degree of individual enterprise and the power of acting intelligently when alone. The phrase "supple and vigorous" as applied to a nation is very apt and should survive. We need more of that kind of education even in our own country, which because of its youth has still these qualities but for the retention of which better educational methods must be devised. It is true, as Mr. Sadler says, that over-organization cripples a people, while unrestrained individualism dissipates its effective power. Elementary education in England has suffered from lack of variety, while in secondary education there has been too great a disregard of the need for public assistance and the value of public control. At first reading we are surprised to notice the assertion that it would be a great misfortune for a commercial city to make commercial knowledge the dominant aim of its secondary education; and yet it is a very reasonable position, for, as Mr. Sadler says, "what a school can do is not to create business ability or show short cuts to commercial success, but quicken the imagination, train the faculties of the mind, and lay the foundations of manly character."

We agree with the statement that modern business develops an ever-increasing need for men possessing the power of organization, and that this power of organization, to be fully effective under modern conditions, postulates clearness of thought, persistent application, accuracy in details, a wide range of knowledge, the habit of applying knowledge and of combining different portions of knowledge in new forms, and sensitiveness to the bearing of new developments of knowledge on customary methods and on traditional points of view. This seems an ambitious program, but it is what the people have a right to expect from the schools; if expected, however, the schools must be adequately supported. Mr. Sadler quotes the saying of Wilhelm von Humboldt, "Whatever we wish to see introduced into the life of a nation must first be introduced into its schools," and then makes the plea that the English schools should, therefore, essay a double task, and endeavor to impart both stimulus and discipline, the love of knowledge and the care for conduct, power of imagination and power of criticism, love of adventure and readiness to endure routine. The tendency toward scholarship-winning as an end in education is inveighed against as being toward trivial and unreal things, a result of which is want of the grip and of the reality and of the plain speaking on intellectual matters which are necessary to develop sturdy thinking power among the boys who should be the future leaders in all departments of national life. The fundamental aim of secondary education is the human aim—that which gives to each of the scholars the chance of that development most congenial to his native powers. He will be helped toward a wide outlook and to sincerity of judgment, to sympathy, but also to self-control; alertness for work and civic loyalty are results which may be hoped for from such an education.

So in a report of over two hundred pages Mr. Sadler examines critically the

resources of the city, its needs, its present institutions and their possibilities for development, and, as we have shown by these extracts, lays down the principles upon which right progress can be made. England is fortunate in having available for such an important work, such a clear-headed, independent, and thoroughly trained investigator. Through such reports as these upon Liverpool, Sheffield, Huddersfield, and Birkenhead, these cities have an opportunity of learning the exact educational conditions, and of having plans submitted by which the practical and pressing needs of the community can be met with the utmost economy consistent with real educational efficiency. We believe that if such an investigation could be made into the system of schools in some of our cities, on even a larger scale because covering the whole system, it might result in more real progress than we are now attaining.

The work of the University of London is but little known in this country, accustomed as too many of our educators are to think of Oxford and Cambridge as containing almost all the effort toward higher education in England. There are three great departments of the work of this university, at the head of which is a registrar. The first has charge of the external examinations leading up to degrees. Up to about four years ago this was the work for which the university was known. The second deals with the internal work—the teaching side of the university—as carried on in the various colleges associated with the university. This has greatly increased during the past few years, owing to private munificence in endowing the college work. Indeed, the interest of private individuals and of various guilds and societies in encouraging college work in the cities of England is a most remarkable and hopeful tendency. The third includes the university extension work transferred to the university by the London Society for the Extension of University Teaching, and the inspection and examination of schools. This department has the two divisions, one of which has been in good working order for some time under the auspices of the Society, but the other had to be created and is the pioneer of the movement for closer relationship of universities and secondary schools.

The inspection is carried on by officers of the university specially detailed for this purpose. They correspond to the high school visitors in connection with the accrediting system in vogue in the middle and western states of our country. There is, however, a decided difference in the thoroughness with which these English inspectors do their work from that of our visitors, if one may judge from the instructions issued and the information insisted upon. It looks to us like control, while in this country “friendly relations” seems to be the only attainable object. The inspector must inquire into the aims of the school as related to the circumstances under which it is placed, and the general conception of education which it seeks to realize; must consider the curriculum and arrangements as adapted to its aims, the distribution of subjects in the time-table, the grading and size of classes, the adequacy of the number, qualifications, and remuneration

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of the teaching staff, and the organization and equipment of the school for studies, including libraries, physical training, recreation, and discipline. The inspector must also hear lessons given by the staff, and may at his discretion take any of the classes so that he may the better judge of the discipline, tone, alertness of mind, and intelligence shown by the class. If the school authorities so desire, the inspector is allowed to select from questions submitted by the teachers, and presumably covering work previously done during the sessions, certain questions which are then submitted to the pupils. The answers, after comment by the teachers, are corrected by the inspector. The report handed in by the inspector is in two divisions, the first being of a general character setting out the conclusions and recommendations; and, second, a confidential report containing detailed criticisms and references to individual departments and classes of the school work, and designed especially to be of service to the staff of the school.

The student who has successfully passed through a course of study in a school approved by the inspector is given a leaving certificate which satisfies in all respects the requirements of matriculation, so that any candidate obtaining this becomes thereby at once a matriculated student of the university, provided he has reached the minimum age fixed for matriculation. The general scope of the course of study to be pursued is indicated by the subjects in which examinations are held in connection with the final year of the school work. These are English; elementary mathematics; either Latin or one of a specified number of science subjects; any two other optional subjects, of which, if Latin be not taken, one must be a language. There are provisions also for examinations for advanced standing, if the student prefers to remain at school after he has passed this examination. At first it looks as if the old examination system was retained in almost its pristine splendor, as the university authorities set the papers. But there is another side to the situation. The leaving certificate records the period during which the candidate has been a pupil at the inspected school or schools, the subjects of the curriculum through which he has passed, and there is further afforded in the certificate an opportunity for a statement of any distinction obtained by the pupil in any form of manual, artistic, or technical skill, or any general or special capacity displayed which is not tested by the examination. These qualifications are taken into consideration in connection with the examination.

An interesting and significant result of the success of this experiment of the past two years is that the universities of London and Cambridge have come to an understanding whereby the London Matriculation Examination, under certain conditions, is accepted by Cambridge in lieu of the Previous Examination, while the Previous Examination of Cambridge and the Senior Local Examination are accepted under certain conditions in lieu of the Matriculation Examination of the University of London. Negotiations are in progress for a similar arrangement with Oxford which, when completed, will make it possible for a school on one examination (after inspection) to send its pupils after leaving

school to any of the three universities. What has been done in the case of a single school the university is prepared to do for the whole of the schools under the control of a local authority.

This seems a great step in advance for England, and when the examination for the leaving certificate is set by a joint board composed of representatives from the teaching staff of the co-operating universities of Oxford, Cambridge, and London, and also from the staff of the secondary schools, we may look for the excellent results now obtained in the plan of our Central Examination Board, but supplemented by the valuable data arising from the thorough system of inspection by the universities concerned. Thus it seems that to England we may look for a combination of the accrediting and the examination systems, the results of which ought to be of great benefit to both schools and colleges.